



Model Lesson Plan

Social Studies

Grade 4

Topic 2 - Strategic Skill: Evaluating Information Quality Using Electronic Sources

Stage 1 - Desired Results

Established Goals:

- Evaluate information quality (e.g., accuracy, relevance, fact, fiction). (GLE 4.1.2)
- Students will identify and practice steps in an inquiry process (i.e., identify a question or problem, locate and evaluate potential resources, gather information, create a new product). (GLE4.1.1; LM 1:4.4) [LM=Library Media]
- Students will discriminate between relevant and irrelevant information. (GLE 4.1.2)

Understandings:

- Students understand ways to determine the accuracy of information (finding errors by reading and comparing, finding inconsistencies or variations in facts).
- Students understand information relevance; that is, how does the information found relate to the information needed.
- Students understand the differences between fiction and fact.

Essential Questions:

- How can we determine whether the facts we find are accurate?
- How does the information we find relate to the information we need? How important is it?
- How can we determine the difference between fiction and facts?
- How can we determine whether the information we find is relevant?

Students will know...

- There is a great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.
- To take advantage of the resources that technology offers and to become prepared for the demands that will face them in the future, students need to learn how to use an array of technologies, from computers and computer networks to electronic mail, interactive video, and CD-ROMs.

Students will be able to...

- Read information to verify facts for accuracy. They can detect errors, inconsistencies, and list only the accurate facts found about a particular event or person.
- Determine the relevance of information they find, evaluating it to determine whether it should be included.
- Use a variety of technological and information resources (e.g., databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Stage 2 - Assessment Evidence

Performance Tasks:

- Each student will complete Examining Electronic Sources (see worksheet, attached).
- Peer review of their completed Electronic Sources Evaluation Form can provide helpful feedback for the students. Teacher observation could best assess how well the students evaluated electronic sources.

Other Evidence:



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Stage 3 - Learning Plan

Learning Activities:

Materials

- Access to the Internet
- Electronic Sources Evaluation Form

Background

Students should be familiar with electronic sources before they can critically examine them.

Selecting Electronic Sources

- Tell the students that they are going to be evaluating information in electronic sources, to use in their future research on Montana reservations.
- Using Web sites that follow your school's acceptable-use policy, have each student choose one source they think they would like to evaluate.
- While the students are searching, shadow them to see if they are using any method to choose their sources. Observe to see if students are taking notes or just randomly clicking.
- After about ten minutes, have the students discuss what criteria they have used in selecting a source or in discounting a source.
- Demonstrate the process by modeling the use of the template with a pre-selected site. This step will help the students be more prepared to evaluate electronic sources by themselves (this also contributes to Workplace Competencies).
- Have students with a partner fill out the Examining Electronic Sources.
- This exercise will help students to ask themselves questions about electronic sources, which will enable them to make informed decisions about sites that will be good information sources on research report topics.

Extension

- a. Have the students practice searching for information on the Web on any of the 12 Montana tribes.

Teacher Resources:

Vocabulary

Montana Reservations: Blackfeet, Crow, Flathead, Fort Belknap, Fort Peck, Northern Cheyenne, Rocky Boy

New: Website, accurate, critical, fact, fiction, opinion

Web Resources

www.indiannations.visitmt.com (this website has general information about each tribal nation: Blackfeet, Crow, Flathead, Fort Peck, Fort Belknap, Little Shell, Northern Cheyenne, Rocky Boy) You can search each of the tribes for "People, Location, Economy, Points of Interest" with Internet links to each, as well as Attractions, Events, Places to Stay, and Additional Visitor Information

Although we have listed one website for each tribe, many more are available if a student performs a Google search. Other recommended sites include:

Blackfeet www.blackfeetnation.com

Glacier Reporter: Official publication for the Town of Browning and the Blackfeet Reservation.
406-338-2090 Cut Bank MT <http://www.glacierreporter.com>

Chippewa Cree Tribe of the Rocky Boy Reservation <http://www.rockyboy.org/powwow/>

The Rocky Boy Tribal Newsletter. Chippewa Cree Tribe RR 1 Box 544, Box Elder, MT 59421

Crow Tribe Apsaalooke nation <http://www.crownations.net/>

Big Horn County News ISSN 0740-26000 P.O. Box 926 Hardin MT 59034 (800)-735-8736

Fort Belknap - Assiniboine/Gros Ventre

<http://www.fortbelknapnations-nsn.gov/index.php> Fort Belknap News



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(406-353-2005) fortbelknapnews@netscape.net

Fort Peck Tribes - Assiniboine/Sioux <http://www.fortpecktribes.org/>

Wotanin Wowapi. The Newspaper of the Fort Peck Assiniboine & Sioux Tribes. Poplar, MT 59255 (406-768-5387 <http://www.wotanin.com>

Little Shell Tribe

<http://www.littleshelltribe.us>

Northern Cheyenne Net Tribal Government <http://www.ncheyenne.net/tribalgovmt.htm>

Tribal Report P.O. Box 128 Lame Deer, MT 59043 406-477-8077

Confederated Salish & Kootenai tribes <http://www.cskt.org/>

Char-Koosta News : (ISSN 0893-8970) (406) 675-3000 <http://www.charkoosta.com>

Indian Country Today (ISSN 1066-5501) 3059 Seneca Turnpike, Canastota, NY 13032 888-327-1013

<http://www.indiancountry.com>

News from Indian Country: The Nations Native Journal. (ISSN 1548-4939) 8558N County Road K. Hayward, WI 54843

(715) 634-5226 IndianCountryNews.com

Name _____

Examining Electronic Sources

PEOPLE

Who is the author of the page?

Is the author an expert on this topic?

PURPOSE

Is the purpose of the site listed?

Does the site follow the stated purpose?

PUBLICATION

Where does the information come from?

When was the site created?

When was the site last updated?

PLAN

Is this information useful for my purpose?

Is this information accurate?

Why should I use this information?

Did I detect errors or inconsistencies in this information?

How did I determine the relevance of this information?